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## ABSTRACT

Procedures for implementing the Pennsylvania Plan (see TM 000 608) are detailed, and the method of achieving representative sampling is described. Functions of school representatives involved in the data collection are listed, and their training is outlined. Procedures for collecting school and teacher information, and administering tests and questionnaires are presented. The School Information Form (TM 000 610) and Teacher Questionnaire (TM 000 611) are included in the appendices. (PF)

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# Educational Quality Phase II Findings Assessment

## Section 2

## Phase II Procedures

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## Contents

Sampling .....	1
Preparing for Data Collection .....	6
Collecting School and Teacher Information .....	7
Administering the Tests and Questionnaires .....	8
Appendices .....	9
School Information Form .....	9
Teacher Questionnaire .....	11
Pupil Questionnaire Time Schedule .....	20
Student Questionnaire Time Schedule .....	21

## Foreword

The Pennsylvania Department of Education has developed a plan to assess the quality of education in the public schools. Section 2 of *Phase II Findings* describes the procedures to implement the Pennsylvania Plan.

Further details about the assessment plan can be found in other sections of *Phase II Findings*:

- Section 1 The Pennsylvania Plan
- Section 3 Reliability and Validity
- Section 4 The Ten Goals of Quality Education
- Section 5 Pupil, School and Community Conditions
- Section 6 Phase II Data Analysis
- Section 7 Phase II Implications

## Sampling

Because absolute representativeness is unattainable in most practical situations, sampling is a compromise among the objectives of the data collection, the desired precision, budgetary limitations and the availability of suitable descriptive information. The major considerations for the Phase II sample were stability in the final norms, adequate sub-samples of school types and the requirement that students in every type of school had a reasonable chance of being assessed. Given the kinds of descriptions of schools available, it was reasoned that a classification of schools by size and by the amount of financial support utilized per student would include substantially all types of public schools in the state.

Each school building in Pennsylvania in which elementary pupils and 11th grade students were enrolled was classified according to building enrollment figures and according to the average per-pupil expenditure for education in the county. From this classification of schools a stratified random cluster sample was drawn. The minimum sample size was placed as ten per cent of the student population at each grade level (total 35,000) to be assessed, but sample size was allowed to approach a combined maximum of 45,000 students.

When the number of students in each classification reached a pre-specified number for the desired level of precision, an alternate group was selected by the same random procedure as replacements for uncontrollable losses. These losses included selected schools which did not have the desired grade levels and schools closed due to fires, consolidation of districts or opening of new, larger buildings. In no instance did a selected school refuse to participate, although data from two schools were not included in the sample because data were not collected in time to be considered for fall norms.

When the list of alternates was exhausted by replacement requirements in the elementary sample, another school which housed 5th graders from the previously selected school's attendance area was used. When enrollment increase in some classifications caused the maximum number of students to be exceeded, no alternates were selected. Data were not collected from seven high schools which changed size so drastically that they were no longer representative of the classification in which they were originally selected.

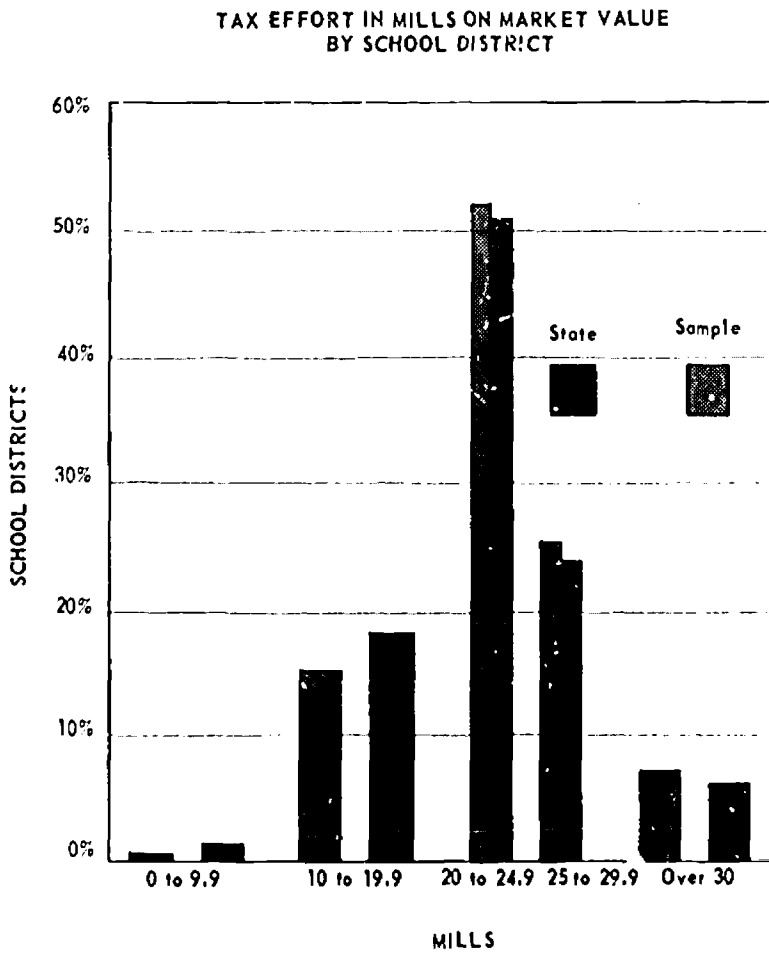
The final sample for which data were collected and processed includes:

	Grade 5	Grade 11
Number of Schools	353	73
Number of Students	20,026	17,415

A total of 268 districts are represented.

Figure 1 shows that the percentage of sample school districts classified by tax efforts in mills on market value is directly comparable to the percentage of all the districts in the state classified on the same variable.

FIGURE 1



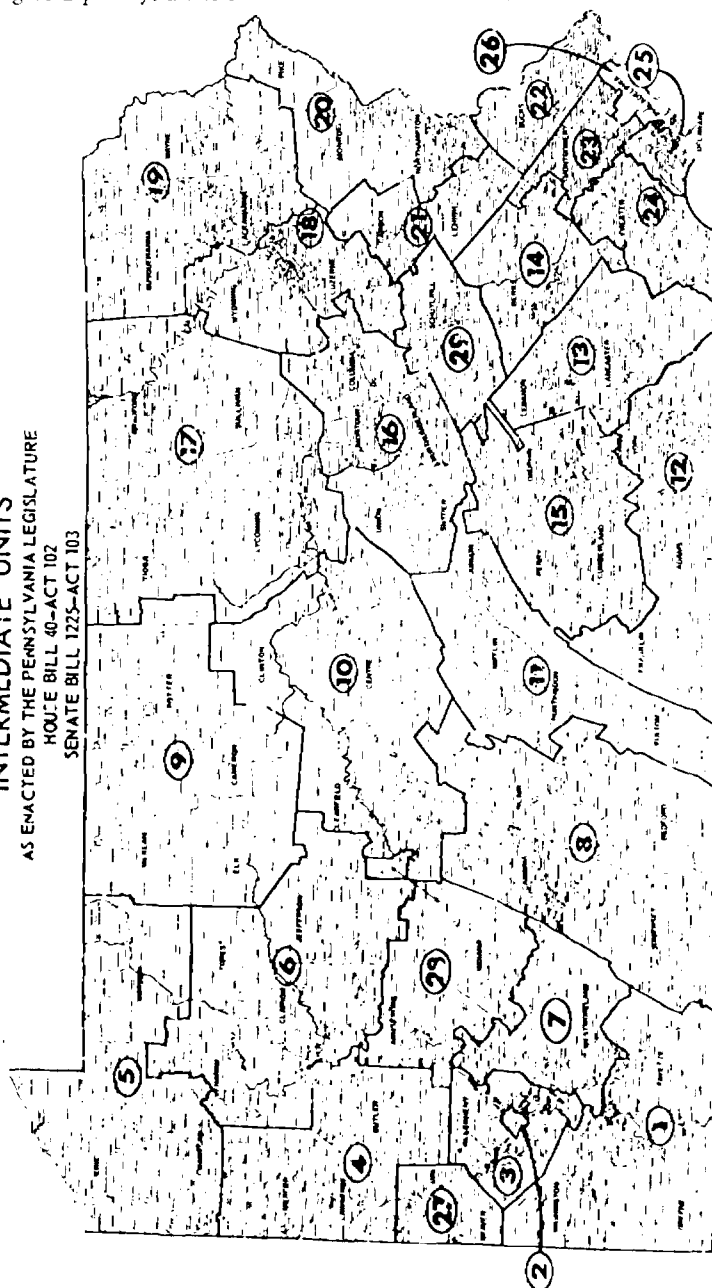
From **A MEASURE OF LOCAL EFFORT, 1969-70**  
Bureau of Statistics  
Pennsylvania Department of Education



Figure 2 portrays the state divided into 29 intermediate units

FIGURE 2

INTERMEDIATE UNITS  
AS ENACTED BY THE PENNSYLVANIA LEGISLATURE  
HOUSE BILL 40-ACT 102  
SENATE BILL 1225-ACT 103



Tables 1 and 2 show the percentage of students in the Phase II sample from each of the intermediate units. Each of the 29 units is represented by some proportion of 5th graders and 24 of the units are represented by some proportion of 11th graders.

**TABLE 1**  
**Number and Percentage of 5th Grade Pupils**  
**from Each Intermediate Unit Included in the EQA Sample**

Intermediate Unit	Number and percentage of students	
	N	%
1	1598	23
2	430	8
3	884	5
4	713	11
5	935	15
6	630	19
7	774	12
8	1374	20
9	453	23
10	360	11
11	159	8
12	710	10
13	381	5
14	325	7
15	955	12
16	489	13
17	641	15
18	658	15
19	1725	41
20	750	17
21	139	3
22	1384	14
23	541	6
24	1012	20
25	1751	24
26	660	3
27	766	21
28	255	9
29	453	22
21910		

Kenneth R. Miller, Bureau of Educational Statistics, compiled the total figures from which the percentages were derived.

**TABLE 2**  
**Number and Percentage of 11th Grade Students**  
**from Each Intermediate Unit Included in the EQA Sample**

Intermediate Unit	Number and Percentage of students	
	N	%
1	1215	18
2	546	12
3	401	2
4	644	10
5	1241	20
6	0	0
7	655	10
8	1606	21
9	0	0
10	524	18
11	50	3
12	669	11
13	160	3
14	0	0
15	637	9
16	517	15
17	930	24
18	36	1
19	2037	50
20	100	2
21	1090	28
22	1062	17
23	515	6
24	0	0
25	0	0
26	1750	9
27	445	12
28	160	6
29	272	13
	17265	

Kenneth R. Miller, Bureau of Educational Statistics, compiled the total figures from which the percentages were derived.

## Preparing for Data Collection

Each school district participating in Phase II was requested to send two representatives to an area workshop. Workshops were held in each of the 17 Educational Development Center areas between November of 1968 and February of 1969. The workshop leaders<sup>1</sup> briefed the representatives on the history, goals, purposes and procedures of the assessment plan. School representatives were asked to serve the following functions for Phase II:

1. Receive all communications about testing.
2. Develop a specific time schedule for the testing to occur.
3. Arrange for the tests and questionnaires to be administered.
4. Supervise the completion of forms asking for classifying information about the sample students, the school and the community.
5. Disseminate information about quality assessment.

The workshops were quite successful as a means for disseminating information about quality assessment. Make-up meetings and personal contacts were provided for those districts who were unable to send representatives to the workshops. In those districts where the persons attending the meeting were no longer in a position to carry out their functions as assessment representatives, additional orientation was conducted for new representatives by letter and telephone.

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<sup>1</sup> Kenneth M. Cassell and John M. Hyams, Bureau of Curriculum Development and Evaluation, conducted the workshops.

## Collecting School and Teacher Information

School information forms (Appendix A) and teacher questionnaires (Appendix B) were distributed to the school representatives in September, 1969. School information forms were completed by the school representative or a staff member at the sample school, returned to the bureau and key punched for analysis.

Teacher questionnaires were completed by at least three teachers in the sample elementary schools, except in those few cases where there were only a total of one or two teachers in the building. Where there were less than three 5th grade teachers, the 4th and either the 6th or the 3rd grade teachers were asked to complete the questionnaire.

The social security numbers of the teachers from each of the sample schools for the 1968-69 school year were obtained from district files. These numbers were used to extract teacher information from the Department of Education's computerized Professional Personnel Record. This information was recorded on cards to input for analysis.

High school teachers were randomly selected from the Professional Personnel Record to complete the teacher questionnaire. The number of teachers selected per school was approximately 30 per cent of the total number of teachers who were included on the Professional Personnel Record. If a teacher selected was no longer working in the school, a replacement was taken from the alternate list randomly selected in the same way.

For replacements, however, preference was given to two types of teachers who were not included on the original lists: those with less than one year of teaching experience and those who were experienced but new to the sample school.

Each of the teachers responded to the questionnaire on Digitek forms and placed these forms into envelopes to maintain their confidentiality. The school representatives returned the envelopes to the bureau where the information was mechanically transferred to cards for input for analysis.

## Administering the Tests and Questionnaires

School representatives indicated the expected 5th and/or 11th grade enrollments in their schools. These estimates were used to order student materials. National Computer Systems of Minneapolis was contracted to produce the Pupil and Student Questionnaire in machine-readable booklets. Complete instructions for the administration of the tests and questionnaires were provided to the school representatives in the "Monitor's Handbook." The representatives were instructed to administer the level of previous learning (LPL) instrument and the standardized achievement battery during the first week of October and the Pennsylvania Questionnaire during the third or fourth week of October. Although most representatives complied with these requests, the dates of the testing vary up to one month. The suggested schedules for administration are found in Appendices C and D.

During the interval between the administration of the achievement battery and the Questionnaire, 5th grade teachers completed information about parental, educational and occupational levels for 5th grade pupils. Eleventh grade students completed parental information as part of the Questionnaire.

A student who was absent for any testing section was given the other sections but was not given any make up. Students were given the option to omit any sections they did not wish to take for personal reasons.

Students were told that they would not be identified by name. It was hoped that by preserving the anonymity of their answers, students would be discouraged from responding in the most socially desirable way for some of the more personal items. For administration purposes, students signed their names on the test booklet cover. When the last section of the Questionnaire was completed, students removed that area containing their names from the booklet.

National Computer Systems machine-read and scored the answer booklets, provided frequency distributions, weighted the responses and provided data tapes to be used in statistical analysis.

## Appendix A

### School Information Form

**DIRECTIONS:** The questions which follow refer to a particular school for which data is being collected as part of Phase II of the Educational Quality Assessment program. Please answer the questions as accurately as you can by marking the accompanying response sheet. Use the enclosed envelope to mail the completed response sheet to the Bureau of Educational Quality Assessment.

#### Part One

1. The number of staff personnel who spend at least one half their time in instructional activity in this school.
2. Total enrollment of the school as of October 1, 1969.
3. Number of library books which are available for student checkout.
4. Total number of support personnel (Librarian, Teacher Aide, A.V. Coordinator, Secretaries assigned to teaching staff.)
5. Approximately what percentage of the residences in the area served by your school are best described as:
  - a. expensive private homes
  - b. moderate-priced homes
  - c. low-cost homes
  - d. high-rental apartments
  - e. moderate-rental apartments
  - f. low-rental apartments
- Items 6 and 7 should be answered only if the sample school is a high school.
6. Number of personnel who spend at least 50% of their time as guidance counselors.
7. Holding power of this high school.

Graduating Class 1969 + transfers = new students

10th Grade enrollment, September 1966

The following are additional comments to assist you in the interpretation of some items.

*Item*

- |   |                      |   |
|---|----------------------|---|
| 4 | Support Personnel:   | Include those personnel whose primary function is to aid the classroom teacher.   |
| 6 | Guidance Counselors: | Refers to personnel whose specific duties are those of counseling and advising students.  |
| 7 | Transfers:           | Refers to those students who have left the sample school after beginning tenth grade to attend another school. Also to be <i>included</i> in this figure are those 1966 tenth graders who have died, become physically or mentally incapacitated or committed to a correctional institution. (Refer to PICA-13, Summary of Annual Attendance Report, Item 21 Withdrawals, W <sub>1</sub> to W <sub>5</sub> inclusive, W <sub>9</sub> , W <sub>10</sub> , W <sub>11</sub> , W <sub>12</sub> and W <sub>14</sub> .) |



## Appendix B

### Teacher Questionnaire

The information recorded on the response sheet will be used by the Bureau of Educational Quality Assessment. No individual identification is desired on the response sheet. When you have completed the questionnaire, please place only the response sheet in the envelope provided and return it to your local Educational Quality Assessment representative. Your assistance in this undertaking is greatly appreciated.

**DIRECTIONS:** For each question blacken in the space containing the number that best describes you. PLEASE USE PENCIL ONLY.

1. Sex
  1. Male
  2. Female
2. Marital Status:
  1. Single
  2. Married
3. Age:
  1. 20-24 years
  2. 25-29
  3. 30-34
  4. 35-39
  5. 40-44
  6. 45-49
  7. 50-54
  8. 55-59
  9. 60 or over
4. Family Size. Identify the number of persons totally dependent on your income.
  1. None
  2. One
  3. Two
  4. Three
  5. Four
  6. Five
  7. Six
  8. Seven
  9. Eight
  10. Nine
  11. More than nine
5. Total number of years completed in your present position:
  1. Less than one year
  2. 1 year
  3. 2 years
  4. 3-5 years
  5. 6-10 years
  6. 11-15 years
  7. 16-20 years
  8. 20 or more years

TM 000 611

6. Type of institution where undergraduate degree was granted:
  1. Do not have a degree
  2. State College
  3. Liberal Arts College or University
7. Where did you graduate from high school?
  1. In another country
  2. In Puerto Rico or another U.S. possession
  3. In another state in the United States
  4. In this state, but outside this city, town or immediate area
8. Where have you spent most of your life?
  1. In a country other than the United States
  2. In Puerto Rico or another possession
  3. In another state in the United States
  4. In this state outside this city, town, or immediate area
  5. In this city, town, or immediate area
9. How much formal education did your mother or female guardian have?
  1. None
  2. Elementary
  3. Some secondary
  4. Graduated, high school
  5. Some post-high school
  6. Graduated from college
  7. Masters Degree
  8. Some work toward a Ph.D. or professional degree
  9. Completed Ph.D. or professional degree
10. Which of the following categories best describes the occupation of the principal wage earner in your family while you were growing up?
  1. Unskilled
  2. Semi-skilled worker: operative
  3. Skilled worker, craftsman, foreman
  4. Farmer
  5. Salesman, clerical and similar white collar
  6. Owner of small business
  7. Teacher, instructor
  8. Accountant, buyer, manager or official of a large enterprise
  9. Professional: doctor, lawyer

Questions 11 to 14 refer to the area in which you live.

11. My present *residence* is: (of each set check the most applicable)
  1. Rural
  2. Urban
  3. Suburban
12. The type of community is:
  1. Industrial
  2. Commercial
  3. Residential
  4. Agricultural
13. Adequate housing in the area requires a:
  1. High income (more than \$9000)
  2. Moderate income (\$6000 to \$9000)
  3. Low income (Less than \$6000)
14. Vocation-wise my neighbors are:
  1. Professional
  2. Semi-professional
  3. Labor
  4. Farmer

Questions 15 to 18 refer to the area where you teach.

15. My *teaching* location is:
  1. Rural
  2. Urban
  3. Suburban
16. The type of community is:
  1. Industrial
  2. Commercial
  3. Residential
  4. Agricultural
17. Adequate housing in the area requires a:
  1. High income (more than \$9000)
  2. Moderate income (\$6000 to \$9000)
  3. Low income (less than \$6000)
18. The occupations of most people in this area are:
  1. Professional
  2. Semi-professional
  3. Labor
  4. Farmer

**DIRECTIONS:** For the following questions, blacken in the space that best describes the situation as you perceive it. PLEASE USE PENCIL ONLY.

19. Check the value you think represents a practical statewide beginning salary for teachers holding the baccalaureate degree:
- |                     |                     |
|---------------------|---------------------|
| 1. Less than \$6000 | 5. \$7500           |
| 2. \$6000           | 6. \$8000           |
| 3. \$6500           | 7. \$8500           |
| 4. \$7000           | 8. More than \$8500 |

20. I think \$7500 is enough to maintain a rather moderate middle-class life-style in my residential location.

1. Agree
2. Disagree

If agree, go to item 22. If disagree, to item 21.

21. It would take at least

1. \$8000
2. \$8500
3. \$9500
4. \$10,000
5. More than \$10,000

to maintain this "moderate" life style in my residential location.

Consider the list of incentives below when responding to items 22 to 27.

All incentives listed are generally accepted as being instrumental in evaluating the relative merits of teaching positions.

1. Salary (beginning)
2. Time to the maximum salary level
3. Salary (maximum)
4. Location (geographic)
5. Location (proximity to relatives)
6. School size (less than 750)
7. School size (greater than 750)
8. Educational advantages; i.e., to further your own preparation/ updating
9. Educational advantages; i.e., "better" opportunities for your children
10. Professional opportunity; i.e., special classes, organizations, etc.
11. Professional recognition
12. Cultural attractions
13. Opportunity for civic involvement

22. What was the *most important* single factor that determined where you assumed your *initial* employment as a teacher?

23. If you have changed teaching positions, what was the single *most important* incentive for doing so? If you have not changed positions mark number 14.
24. Rank three incentives from the above list in the order of your evaluation of their importance in teacher-mobility determination, the *most important* receiving a rank of 1, the next most important a 2, and the third most important a 3.
25. Select the three incentives you feel are least important in teacher-mobility determination by marking under the number representing the incentive.
26. If the salaries for two equivalent positions were about the same, rank the three incentives which would be the *most important* you could have to move to a position, say 200 miles away.
27. Under the conditions imposed in item 26, select the three *least important* incentives.
28. Which characteristic do you think actually counts most in gaining professional recognition in this school system?
  1. Quality and quantity of work done
  2. Dependability
  3. Imaginativeness, inventiveness, creativity
  4. Seniority
  5. Formal education completed
  6. How well one is liked by his immediate supervisor
  7. How well one is liked by people in the central office
29. Which characteristic do you think should count the most in gaining professional recognition in this school district?
  1. Quality and quantity of work done
  2. Dependability
  3. Imaginativeness, inventiveness, creativity
  4. Seniority
  5. Formal education completed
  6. How well one is liked by his immediate supervisor
  7. How well one is liked by the people in the central office

30. If you would like to be working in education five years from now, what would you like to be doing?
1. I do not wish to be working in education five years from now
  2. Superintendent
  3. Administrator in a central office
  4. Principal or Assistant Principal
  5. Curriculum Director, Supervisor, or Coordinator
  6. Guidance or psychological service
  7. Research worker
  8. Special services (speech, reading)
  9. Teacher
  10. I will retire within five years
31. What is your salary for the school year 1969-70?
- |                     |                         |
|---------------------|-------------------------|
| 1. Less than \$6000 | 6. \$8401 to \$9000     |
| 2. \$6000 to \$6600 | 7. \$9001 to \$9600     |
| 3. \$6601 to \$7200 | 8. \$9601 to \$10,200   |
| 4. \$7201 to \$7800 | 9. \$10,201 to \$10,800 |
| 5. \$7801 to \$8400 | 10. Over \$10,800       |

The following statements refer to aspects of any school. Please indicate to what extent each of these statements describes the climate of your school.

	Almost Always	Frequently	Sometimes	Infrequently	Almost Never
32. I find my job very exciting and rewarding.	1	2	3	4	5
33. I am just a cog in the machinery of this school.	1	2	3	4	5
34. I feel involved in a lot of activities that go on in this school.	1	2	3	4	5
35. I do things at school that I wouldn't do if it were up to me.	1	2	3	4	5
36. I really don't feel satisfied with a lot of things that go on in this school.	1	2	3	4	5
37. I have a lot of influence with my colleagues on educational matters.	1	2	3	4	5

In general, what do you feel is the relative influence of the following groups or persons on educational matters in your school?	None	Little	Some	Considerable	A Great Deal
38. The local school board	1	2	3	4	5
39. Your Superintendent	1	2	3	4	5
40. The principal of your school	1	2	3	4	5
41. You yourself	1	2	3	4	5
42. A small group of teachers	1	2	3	4	5
43. Teachers in general	1	2	3	4	5
44. Curriculum personnel (supervisor, director, or coordinator)	1	2	3	4	5
45. Students	1	2	3	4	5
46. Parents	1	2	3	4	5
47. Teacher organizations	1	2	3	4	5
48. Local organizations	1	2	3	4	5
49. Guidance and psychological personnel	1	2	3	4	5
50. Newspapers	1	2	3	4	5
51. P.T.A. (Parent, Teacher Association)	1	2	3	4	5

How much relative influence do you think these groups or persons ought to have in determining educational matters in your school?	None	Little	Some	Considerable	A Great Deal
52. The local school board	1	2	3	4	5
53. Your Superintendent	1	2	3	4	5
54. The principal of your school	1	2	3	4	5
55. You yourself	1	2	3	4	5
56. A small group of teachers	1	2	3	4	5
57. Teachers in general	1	2	3	4	5
58. Curriculum personnel (supervisor, director, or coordinator)	1	2	3	4	5
59. Students	1	2	3	4	5
60. Parents	1	2	3	4	5
61. Teacher Organizations	1	2	3	4	5
62. Local colleges	1	2	3	4	5
63. Guidance and psychological personnel	1	2	3	4	5
64. Newspapers	1	2	3	4	5
65. P.T.A. (Parent, Teacher Association)	1	2	3	4	5

	Don't agree with the practice	Have never tried it	Have considered trying	Use it occasionally	Am using it regularly
Here is a list of some classroom teaching practices. For each practice check the appropriate column as it pertains to you.					
66. Pupil participation in lesson planning	1	2	3	4	5
67. Pupil participation in classroom teaching	1	2	3	4	5
68. Having pupils work in small learning teams	1	2	3	4	5
69. Role playing (acting out situations)	1	2	3	4	5
70. Use of games to aid learning	1	2	3	4	5
71. Pupil evaluation of classroom climate	1	2	3	4	5
72. Pupil participation in developing classroom rules	1	2	3	4	5
73. Involving pupils in community projects	1	2	3	4	5
74. Utilizing local citizens as resource personnel	1	2	3	4	5
75. Pupils as helpers or tutors of other pupils	1	2	3	4	5
76. Others	1	2	3	4	5

## Part Two

	Have never tried it	Don't agree with the practice	Have considered trying it	Use it occasionally	Am using it regularly
Here is a list of some relatively new educational practices. For each practice circle the appropriate number as it pertains to the sample school.					
1. <i>Independent Study</i> . Regularly scheduled work by individual pupils with a minimum of teacher direction.	1	2	3	4	5
2. <i>Nongraded classes</i> . Pupils are assigned to classes on the basis of ability, without regard to traditional one-year steps.	1	2	3	4	5



## Part Two (continued)

3. *Teacher aides.* Regular employment of personnel to assist the teacher in the classroom in administrative and other non-teaching functions. 1 2 3 4 5
4. *Lay readers.* Regular employment of persons to assist the teacher in reading and grading the written work of pupils. 1 2 3 4 5
5. *Programmed instruction.* The use of educational material so designed that each pupil works at his own pace through sequential steps, receiving immediate indication of the correctness response he has given to programmed questions. May or may not involve mechanical devices or "machines." 1 2 3 4 5
6. *Work experience programs.* Programs in which students, while in school or on vacation, undertake employment, under school guidance, directly related to their educational courses. 1 2 3 4 5
7. *Instructional television.* Regularly scheduled in-class viewing of televised instruction, coordinated with instruction on the same material by the classroom teacher. 1 2 3 4 5
8. *Flexible scheduling.* Situation in which class size, length of class meetings, number and spacing of classes are varied according to an assessment of the nature of the subject, type of instruction, and ability and interest of students. 1 2 3 4 5
9. *Student tutorial program.* Students who excel in a given subject area volunteer to help students having difficulty in that area. 1 2 3 4 5
10. *Language Laboratory.* Audio equipment arranged to permit individual members of a class to hear speech, practice speaking, and hear play back. 1 2 3 4 5  
Items #11 and #12: Only for elementary schools. 1 2 3 4 5
11. *Departmentalization.* 1 2 3 4 5
12. Does your school have the services of a guidance counselor, assigned specifically to the elementary school program, on a regular basis? Yes No
13. *Other.* Please specify \_\_\_\_\_ 1 2 3 4 5

## Appendix C

### Pennsylvania Pupil Questionnaire Time Schedule

Sitting	Section	Items	Time
1	A	21	15
	B	30	15
		Administration	15
			45
2	C	66	40
		Administration	5
			45
3	D	12	10
	E	53	25
		Administration	10
			45
4	F	15	20
	G	50	20
		Administration	5
			45
5	H	19	10
	I	11	20
	J	6	5
		Administration	10
			45
			3 hrs.
			45 min.

## Appendix D

### Pennsylvania Student Questionnaire Time Schedule

Sitting	Section	Items	Time
1	A	75	40
		Administration	10
		—	—
		—	50
2	B	25	15
		21	25
		Administration	10
		—	50
3	D	28	15
	E	25	25
		Administration	10
	—	—	50
4	F	14	20
	G	50	20
		Administration	10
	—	—	50
5	H	77	25
	I	50	15
		Administration	10
	—	—	50
6	J	117	25
	K	17	15
		Administration	10
	—	—	50
			5 hrs.